



Grade K

Comprehensive Health and  
Physical Education Curriculum  
with Dance Integration

Oradell Public School District  
Oradell, NJ

2023

# Oradell Public School District

## Grade K Comprehensive Health and Physical Education

### Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Melissa Avgerinos, Assistant Principal

Sean Kelly, Teacher

Lisa Maiella, Teacher

### Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

### Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

# Oradell Public School District

## Comprehensive Health and Physical Education

### Kindergarten

#### Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond. The CHPE standards are met through student participation in 150 minutes of instruction weekly through physical education, health, and Social Emotional Learning time. Additionally, our homeroom period serves as a personal check-in period to support student goal-setting, self-regulation, and positive communication skills to promote a safe learning environment.

Our philosophy for our integrated approach to health and physical education focuses on the whole child and the need for mental, physical, and social wellness. Through participation in this program, students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. We will support our students in developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

Each unit will focus on particular health and dance performance expectations, but the physical education performance expectations of movement skills and concepts will spiral throughout all units. You will notice the activities they are connected to will change, but the idea of consistently including exercise runs throughout the full year program. The intent behind this is to model the importance of planning for physical fitness as an integral part of daily life. Establishing this at a young age, accompanied by an understanding of ways to keep one healthy, will set the foundation for a lifelong focus on wellness.

**Oradell Comprehensive Health and Physical Education  
Grade K**

<b>New Jersey Student Learning Standards for Comprehensive Health and Physical Education PACING</b>	
<b>Unit</b>	<b>Schedule</b>
<b>Unit 1 - Personal and Emotional Health and Movement Concepts</b>	September - November
<b>Unit 2 - Social and Sexual Health and Manipulative Movements</b>	December - March
<b>Unit 3 - Personal Growth and Development and Movement Concepts</b>	April - June

In addition to the instruction provided by our teachers, Kindergarten will participate in the [NJ Child Assault Prevention Program](#).

Note: Highlighted activities indicate **Holocaust Awareness**, **Amistad Commission**, or **Asian American Pacific Islander** legislation related activities.

**New Jersey Student Learning Standards for CHPE**  
**UNIT 1 - Personal and Emotional Health and Movement Concepts**

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
Movement Skills and Concepts	Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
Personal Safety	The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Personal Safety	Potential hazards exist in personal space, in the school, in the community, and globally.	2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at

		home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
Social and Sexual Health	Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
Emotional Health	There are different ways that individuals handle stress, and some are healthier than others.	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
<b>Dance</b>		
Anchor Standard 1: Generating and conceptualizing ideas.	Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

### UNIT 1 - Personal and Emotional Health and Movement Concepts

#### Essential Questions

#### HEALTH:

- How can the environment impact personal health and safety in different ways?
- What potential hazards exist in personal space, in the school, in the community, and globally?
- What are the different ways individuals handle stress?
- How do families shape the way we think about our bodies, our health, and our behaviors?

#### PHYSICAL EDUCATION:

- How can the body move with confidence when participating in various activities?
- How can feedback impact and improve the learning of movement skills and concepts?

**DANCE:**

- How do choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

**Student Learning Objectives****HEALTH**

Students will be able to:

- Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- Explain healthy ways of coping with stressful situations.

**PHYSICAL EDUCATION**

Students will be able to:

- Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- Demonstrate manipulative movements (e.g., throwing, catching, dribbling,
- running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- Adjust and correct movements and skills in response to feedback.

**DANCE**

Students will be able to:

- Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional

sources for movement ideas.

- Combine movements using the elements of dance to solve a movement problem.

### Modifications

#### English Language Learners

- Pointing to objects as you say them, such as 'basketball' or 'racquet'
- Physically demonstrating something, such as dribbling a basketball
- Developing non-verbal cues, such as holding up a hand to say 'stop'
- Using a whistle to indicate start and stop times or errors
- Referring to a picture or diagram when introducing a new activity
- Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)
- Use of visuals
- Frontloading vocabulary with pictures
- Connect vocabulary to native language when appropriate

#### Special Education

- Chunking of materials
- Use of timers
- Provide study guides prior to assessments
- Pre-teach material
- Rephrase of questions and directions
- Providing opportunity to answer orally when appropriate
- Provide opportunity to review and correct assessments
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Use of visuals
- Teacher explicit modeling
- Frequent check-ins and monitoring of progress
- Partner student with buddy



	<ul style="list-style-type: none"> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>At-Risk</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>504</b>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>● More complex tasks and projects</li> <li>● Higher level questioning and techniques</li> <li>● Peer mentoring</li> <li>● Independent extension of content based on interest</li> <li>● Supplemental reading on topics</li> </ul>

- Independent study- student choice
- Real world problems and scenarios that apply to concepts to extend the learning
- Student driven assignments with feedback from peers and teacher

## **Evidence of Learning - Assessment**

### **Health**

#### **Formative:**

- Rubrics
- Class and Small Group Discussions
- Student Illustrations
- Peer Assessment
- Self Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

#### **Summative:**

- Great Body Worksheets
- Worksheets and Unit Quizzes

#### **Alternative:**

- Worksheets and Quizzes

### **Physical Education**

#### **Formative:**

- Rubrics
- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

#### **Benchmark:**

- Locomotor Skills Assessment

#### **Summative:**

- Manipulative skills
- Non manipulative skills
- Locomotor skills

Alternative:

- Self Assessment

**Dance**

- Teacher observation of dance movement in response to stimuli
- Student self-reflection of alternate movements based on problem

**Core Instructional Materials**

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials  
The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

**Supplemental Materials**

- Open Circle

**Digital Resources**

- Computer and Internet references:
- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

**Suggested Learning Activities Directly Connected to Student Learning Objectives**

**Health**

Students will be able to:

- Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe by
  - Engaging in a turn-and talk sharing 2 ways to stay safe after reading “How to Stay Safe” in The Great Body Shop.
- Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety) by
  - Viewing BrainPop safety video.

- Drawing a picture of families showing they are making safe choices.
- Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe by
  - Listening to read aloud of [One Family by George Shannon](#) or [Families, Families, Families](#) by Suzanne and Max Lang
  - Sharing ways families keep children safe and charting responses.
    - [Kindergarten Lesson Plan: Families](#)
    - The Great Body Shop: Grade 2, Book 6, Lesson 2 about the types of families.
- Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention) by
  - Reading and discussing K Book 1, Lesson 1: Safety Rules-Safety Helpers and creating puppets of crossing guard, firefighter, and officer.
  - Fire department will visit the school to share about fire and accident safety.
  - Reviewing strategies with students and having students play a game of Simon Says, Safety Strategies.
- Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol) by
  - Playing freeze dance. Teacher will hold up cards with various symbols, including warnings. Students will freeze when students see the warning symbols and then share their meaning.
- Demonstrate strategies for managing one's own emotions, thoughts and behaviors by
  - Role playing scenarios and how to manage emotions. i.e If you were playing with your friend and the toy you were using breaks. How might you feel? How can you help manage your emotions when you are feeling angry? Frustrated? Sad?
    - Open Circle Unit 2: Managing Ourselves (During SEL time in classroom)
      - Lesson 6: Being Calm
      - Lesson 7: Listening Skills
      - Lesson 8: Recognizing and Naming Your Feelings
      - Lesson 9: Body Language
      - Supplementary Lesson 12: Additional Calming Down Strategies
- Explain healthy ways of coping with stressful situations by
  - Role playing scenarios that may be considered stressful and pausing to engage students in a discussion of ways they could respond/react that would be positive/healthy.
    - Open Circle Unit 2: Managing Ourselves (During SEL time in classroom)
      - Lesson 10: Getting Calm When You Feel Upset
      - Supplementary Lesson 12: Additional Calming Down Strategies

**Additional Activities:**

- Week of Respect (First week in October)
- [KidsHealth.org: Fire Safety](https://kidshealth.org/parents/fire-safety)
- Schoolwide Cancer Awareness Collection (October/November)

## **PHYSICAL EDUCATION**

Students will be able to:

- Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running) by
  - Completing locomotor and jumping movement assessments.
  - Relay races using locomotor movements
  - Obstacle courses emphasizing locomotor movements.
    - Walking on balance beam
    - Hopping/Jumping over hurdles
    - Skipping around cones
  - [Locomotor Movements](#) demonstration.
- Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling) by
  - Performing activities following [Cosmic Kids](#)
  - Performing daily warm-ups, locomotor movements ie, jogging, non-locomotor movements ie, stretching to toes.
- Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges by
  - Performing the manipulative cues of soccer including differentiating parts of the foot, passing, shooting while traveling in personal and general space.
  - Performing the manipulative cues of football including throwing, catching, and kicking, while moving in personal and general space.
  - Performing the manipulative cues of bowling including starting position, hand placement, swing, and follow through.
  - Demonstrating the cues for manipulative movements of and offensive/defensive activities.
  - Participating in individual and team activities that apply movement in personal and general space.
- Differentiate manipulative movements (e.g., throwing, catching, dribbling) by
  - Following Cue/Task cards in stations (soccer, football, bowling)
  - Peer to Peer Feedback
- Adjust and correct movements and skills in response to feedback by
  - Student Checklist
  - Peer to Peer Feedback

## **DANCE**

Students will be able to:

- Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas and combine movements using the elements of dance to solve a problem through the following activities:
  - Perform basic axial movements of turn, stretch, reach, bend, and twist. [Cosmic Kids Moana Yoga](#)
  - With a partner improvise a dance using basic locomotor steps and axial movements.
  - Practice moving and stopping responding to a variety of stimuli (e.g. voice, music, sound, others). Improvise moving and stopping varying the duration.
  - Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words.
  - Playing Follow-the-Leader where the leader decides on various movements to perform to various musical selections to move across designated areas. (i.e. Island Hopping)
  - Teacher shows image and students react with movement (e.g. image of snow, dogs playing, ice cream)
  - Suggesting and practicing new movements to dances such as The Monster Mash based on prompts (e.g. What movements would need to be added if there was a tombstone in the path of the dancing monsters?)
  - Warm-up [Brain Dance](#)
  - Listen to signals and respond to movement directions. Explore locomotor steps (walk, run, gallop, and jump). [Walking Hop Hop Hop Song](#)

### **Interdisciplinary Connections**

#### **Mathematics**

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations

- Bowling: Adding up Bowling Score

#### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

#### **Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrates creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

## **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will check in on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
  
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation. (i.e flower breathing)
    - Use of a cool down spot in gymnasium for students to use as needed to regulate.
  
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
    - Use of sentence stems such as, "I see that you are trying \_\_\_\_\_."
  
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide positive specific feedback to peers.
    - Use of sentence stems, such as, "I noticed you were using the correct cues for \_\_\_\_\_." Then have students share what they saw.
  
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
    - Following rules for PE games.

**NJSLS Computer Science Design Thinking**

8.1.2.AP.4: Break down a task into a sequence of steps.

**New Jersey Student Learning Standards for CHPE  
UNIT 2 - Social and Sexual Health and Manipulative Movements**

<b>Disciplinary Concept</b>	<b>Core Idea</b>	<b>Performance Expectations</b>
Movement Skills and Concepts	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
Movement Skills and Concepts	Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
Social and Sexual Health	Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
Social and Sexual Health	Conflicts between people occur, and there are effective ways to resolve them.	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with



		others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
<b>Dance</b>		
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

## UNIT 2 - Social and Sexual Health and Manipulative Movements

### Essential Questions

#### HEALTH:

- How can communication strengthen relationships and resolve conflict between people?
- How can conflicts between people occur?
- How can conflicts be resolved?

#### PHYSICAL EDUCATION:

- How can the body move with confidence when participating in various activities?
- How can feedback impact and improve the learning of movement skills and concepts?

#### DANCE

- How is the body used as an instrument for technical and artistic expression?

### Student Learning Objectives

#### HEALTH

Students will be able to:

- Explain healthy ways for friends to express feelings for and to one another.
- Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- Define bullying and teasing and explain why they are wrong and harmful.

## **PHYSICAL EDUCATION**

Students will be able to:

- Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- Adjust and correct movements and skills in response to feedback.

## **DANCE**

Students will be able to:

- Identify personal and general space to share space safely with other dancers.
- Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

<b>Modifications</b>	
<b>English Language Learners</b>	<ul style="list-style-type: none"><li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li><li>● Physically demonstrating something, such as dribbling a basketball</li><li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li><li>● Using a whistle to indicate start and stop times or errors</li><li>● Referring to a picture or diagram when introducing a new activity</li><li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</li><li>● Use of visuals</li><li>● Frontloading vocabulary with pictures</li><li>● Connect vocabulary to native language when appropriate</li></ul>
<b>Special Education</b>	<ul style="list-style-type: none"><li>● Chunking of materials</li><li>● Use of timers</li></ul>

	<ul style="list-style-type: none"> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<p><b>At-Risk</b></p>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>

<p><b>504</b></p>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> <li>● Give time for breaks</li> <li>● Preferential Seating</li> <li>● Use of assisted technology</li> </ul>
<p><b>Gifted and Talented</b></p>	<ul style="list-style-type: none"> <li>● More complex tasks and projects</li> <li>● Higher level questioning and techniques</li> <li>● Peer mentoring</li> <li>● Independent extension of content based on interest</li> <li>● Supplemental reading on topics</li> <li>● Independent study- student choice</li> <li>● Real world problems and scenarios that apply to concepts to extend the learning</li> <li>● Student driven assignments with feedback from peers and teacher</li> </ul>

**Evidence of Learning - Assessment**

**Health**

Formative:

- Rubrics
- Class and Small Group Discussions
- Student Illustrations
- Peer Assessment
- Self Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Summative:

- Great Body Worksheets
- Worksheets and Unit Quizzes

Alternative:

- Worksheets and Quizzes

### **Physical Education**

#### Formative:

- Rubrics
- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

#### Benchmark:

- American Heart Association's Kids' Heart Challenge

#### Summative:

- Manipulative skills
- Non manipulative skills
- Locomotor skills

#### Alternative:

- Self Assessment

### **Dance**

- Teacher observation of turn-and-talk about why dancers need to keep their body healthy
- Teacher observation of where students place poly spots to identify safe areas to dance

### **Core Instructional Materials**

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials  
The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

### **Supplemental Materials**

- Open Circle

### **Digital Resources**

- Computer and Internet references:

- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

### **Suggested Learning Activities Connected Directly to Student Learning Objectives**

#### **HEALTH**

Students will be able to:

- Explain healthy ways for friends to express feelings for and to one another by
  - Engaging in discussions using [Open Circle Supplementary Lesson 8: Friendship](#)
    - Open Circle Unit 3: Strengthening Relationships (During SEL time in classroom)
- Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer) by
  - Generating a list of healthy ways and then role playing them in appropriate scenarios.
    - Open Circle Unit 3: Strengthening Relationships (During SEL time in classroom)
    - Revisit this performance expectation again in SEL during the 3rd marking period with Open Circle Unit 4: How to Sort Problems.
- Define bullying and teasing and explain why they are wrong and harmful by
  - Reading a story such as [Llama, Llama and the Bully Goat by Anna Dewdney](#).
  - Identifying behaviors the character exhibited that were hurtful and engaging the students in a discussion around why they are wrong.

#### **PHYSICAL EDUCATION**

Students will be able to:

- Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running) by
  - Performing circus activities
    - Balancing
      - Beam
      - Stilts
      - Moon balls
      - Spinning plates
  - Kids heart challenge - Jumping

- Count consecutive jumps up to 10
- Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling) by
  - Sharing with a friend an activity that is non-locomotor and one that is locomotor and then performing the choices.
    - Circus - balancing
  - Fitness
    - Performing activities following [Cosmic Kids](#)
    - Performing daily warm-ups, locomotor movements ie, jogging, non-locomotor movements ie, stretching to toes.
- Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges by
  - Performing the manipulative skills of basketball including the cues of:
    - Dribbling (Finger pads, height of ball, posture, eyes up)
    - Passing (chest and bounce pass)
    - Shooting (B.E.E.F - Balance, Eyes, Elbow, Follow Through)
  - Performing the manipulative skills of volleyball including the cues for:
    - Bumping (Palms up, one hand over the other, thumbs touch, arms locked, follow through)
    - Setting (Dump Imaginary bucket over your head, see the ball through your hands, push the ball up with finger pads, wrist flicks out)
    - Serving (Underhand and Overhand)
  - Performing the manipulative skills of hockey including the cues for:
    - Dribbling with the inside and outside of the hockey blade.
    - Passing short and long distances
    - Shooting with a wrist, snap, or slap shot.
  - Demonstrating the cues for manipulative movements of and offensive/defensive activities.
  - Participating in individual and team activities that apply movement in personal and general space.
- Differentiate manipulative movements (e.g., throwing, catching, dribbling) by
  - Following Cue/Task cards in stations (basketball, volleyball, and hockey)
  - Peer to Peer Feedback
- Adjust and correct movements and skills in response to feedback by
  - Student Checklist
  - Peer to Peer Feedback

## **DANCE**

Students will be able to:

- Identify personal and general space to share space safely with other dancers by

- Using poly spots to designate individual areas of the room to perform.
- Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer by
  - Discussing how dancers are human beings and need to take care of their bodies just like everyone else.
  - Connecting to health lessons about healthy eating and caring for your body.
  - Discussing the importance of stretching before exercise, such as dancing.

### **Interdisciplinary Connections**

#### **Mathematics**

K.CC.A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having
3. to begin at 1).
4. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
  - Basketball Golf: Adding Personal Score

K.CCB. Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality.

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - Dice Roll: Students need to add the two dice together and look at the exercise that correlates to the number.

#### **Writing**

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Kids Heart Challenge:
  - Drawing of a Heart.
  - Writing several sentences on how the heart helps your body and how you plan to stay active.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### **Practices**



- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will check in on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation. (i.e flower breathing)
    - Use of a cool down spot in gymnasium for students to use as needed to regulate.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
    - Use of sentence stems such as, “I see that you are trying \_\_\_\_\_.”
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide positive specific feedback to peers.
    - Use of sentence stems, such as, “I noticed you were using the correct cues for \_\_\_\_\_.” Then have students share what they saw.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible

decisions

○ Connections:

- Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
- Following rules in PE games.

**NJSLS Computer Science Design Thinking**

8.1.2.AP.4: Break down a task into a sequence of steps.

**New Jersey Student Learning Standards for CHPE  
UNIT 3 - Personal Growth and Development and Movement Concepts**

<b>Disciplinary Concept</b>	<b>Core Idea</b>	<b>Performance Expectations</b>
Movement Skills and Concepts (UNIT 1,2,3)	The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
Movement Skills and Concepts (UNIT 1,2,3)	Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

Personal Growth & Development	Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
Personal Growth & Development	Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
<b>Dance</b>		
Anchor Standard 7: Perceiving and analyzing products	Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.	1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

### UNIT 3 - Personal Growth and Development and Movement Concepts

#### **Essential Questions**

##### **HEALTH:**

- How can individuals enjoy different activities and grow at different rates?
- How can personal hygiene and self-help skills promote healthy habits?

##### **PHYSICAL EDUCATION:**

- How can the body move with confidence when participating in various activities?
- How can feedback impact and improve the learning of movement skills and concepts?

##### **DANCE**

- How is a dance understood?
- How does dance deepen our understanding of ourselves, other knowledge and events around us?

#### **Student Learning Objectives**

##### **HEALTH**

Students will be able to:

- Explore how activity helps all human bodies stay healthy.
- Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- Explain what being “well” means and identify self-care practices that support wellness.

##### **PHYSICAL EDUCATION**

Students will be able to:

- Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- Adjust and correct movements and skills in response to feedback.

**DANCE**

Students will be able to:

- Demonstrate movements in a dance that develop patterns.

Modifications	
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> <li>● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)</li> <li>● Use of visuals</li> <li>● Frontloading vocabulary with pictures</li> <li>● Connect vocabulary to native language when appropriate</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of assisted technology</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>At-Risk</b>	<ul style="list-style-type: none"> <li>● Chunking of materials</li> <li>● Use of timers</li> <li>● Provide study guides prior to assessments</li> <li>● Pre-teach material</li> <li>● Rephrase of questions and directions</li> <li>● Providing opportunity to answer orally when appropriate</li> <li>● Provide opportunity to review and correct assessments</li> <li>● Focus on essential vocabulary</li> <li>● Guided questioning and notetaking</li> <li>● Peer editing and review</li> <li>● Use of visuals</li> <li>● Teacher explicit modeling</li> <li>● Frequent check-ins and monitoring of progress</li> <li>● Partner student with buddy</li> <li>● Provide supplemental videos for support when appropriate</li> </ul>
<b>504</b>	<ul style="list-style-type: none"> <li>● Check for understanding</li> <li>● Use of visuals</li> <li>● Extended Time</li> <li>● Use short and simple directions</li> </ul>

	<ul style="list-style-type: none"> <li>• Give time for breaks</li> <li>• Preferential Seating</li> <li>• Use of assisted technology</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Peer mentoring</li> <li>• Independent extension of content based on interest</li> <li>• Supplemental reading on topics</li> <li>• Independent study- student choice</li> <li>• Real world problems and scenarios that apply to concepts to extend the learning</li> <li>• Student driven assignments with feedback from peers and teacher</li> </ul>

**Evidence of Learning - Assessment**

**Health**

Formative:

- Rubrics
- Class and Small Group Discussions
- Student Illustrations
- Peer Assessment
- Self Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Summative:

- Great Body Worksheets
- Worksheets and Unit Quizzes

Alternative:

- Worksheets and Quizzes

**Physical Education**

Formative:

- Rubrics

- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

**Benchmark:**

- Locomotor Skills Assessment

**Summative:**

- Manipulative skills
- Non manipulative skills
- Locomotor skills

**Alternative:**

- Self Assessment

**Dance**

- Student self-reflection of patterns created with movement
- Teacher observation of students following patterns in dance

**Core Instructional Materials**

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials  
The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

**Supplemental Materials**

- Open Circle

**Digital Resources**

- Computer and Internet references:
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- <https://www.thegreatbodyshop.net/> -Great Body Shop
- [www.kidshealth.org](http://www.kidshealth.org)

## **Suggested Learning Activities that Connect Directly to Student Learning Objectives**

### **HEALTH**

Students will be able to:

- Explore how activity helps all human bodies stay healthy by
  - Discussing The Great Body Shop Book 10, Lesson 3: Play is Exercise, Too
- Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth) by
  - Viewing the BrainPop video on Personal Hygiene.
  - Engaging in a “whip around” to share one healthy habit per student.
- Explain what being “well” means and identify self-care practices that support wellness by
  - Discussing ways people can take care of themselves.
  - Drawing a picture that shows one of the ways discussed.

### **PHYSICAL EDUCATION**

Students will be able to:

- Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running) by
  - Performing skills to complete a task individually or with partners.
    - Island Hopping
    - Garbage Ball
    - Pacman Tag
    - Sneak Attack
    - Battleship
- Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling) by
  - Performing mindfulness and wellness and sharing with a friend an activity that is non-locomotor (ie Belly Breathing, Mindful Breathing, [Bubble Bounce-Mindfulness](#) and one that is locomotor and then performing the choices.
- Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges by
  - Performing the manipulative skills of net games including the cues of:
    - Paddle Ball
      - Striking the ball with a paddle over the net.
    - Balloon Tennis
      - Striking and passing the balloon with dominant and non-dominant hands
      - Striking and passing the balloons with paddles
  - Performing the manipulative skills of frisbee including the cues of grip, coil, body posture, follow through, and release



- Performing the manipulative skills of backyard games including the cues of:
  - 4 Square: defending your section by pushing the ball into another section with a closed or open first, 1 or 2 hands.
  - Baggo/Corn Hole: holding the bean bag in dominant hand, underhand toss and release towards distant target.
  - Can Jam: grip, coil, body posture, follow through, and release the frisbee. Teammate assists with guiding moving frisbee to hit target.
  - Ladder Ball: holding the ladder ball in dominant hand, underhand toss and release towards distant targets.
- Differentiate manipulative movements (e.g., throwing, catching, dribbling) by
  - Following Cue/Task cards in stations
  - Peer to Peer Feedback
- Adjust and correct movements and skills in response to feedback by
  - Student Checklist
  - Peer to Peer Feedback

### **DANCE**

Students will be able to:

- Demonstrate movements in a dance that develop patterns by
  - Practicing the following dances and identifying the patterns or repetition of movement in each:
    - Chicken Dance
    - Bunny Hop
    - Mexican Hat Dance
    - Jingle Bells Dance
    - Cotton-Eye Joe
    - Snow Angels
    - Reindeer Prancing
    - Rain Dance
    - Leaves Blowing in the Wind Dance

### **Interdisciplinary Connections**

#### **Mathematics**

K.CC.A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- Net Games: Students are the scorekeepers;
- Backyard Games: Students are in charge of keeping personal scores and game scores.

### **Reading Informational Text**

RI.K.10. Actively engage in group reading activities with purpose and understanding.

- Wellness & Mindfulness: Students need to read the exercises and stretches blurb before performing the movement.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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### **Practices**

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  - Connections:
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**NJSLS Computer Science Design Thinking**

8.1.2.AP.4: Break down a task into a sequence of steps.